Response to Intervention: Evidence-Based Curriculum

Huntington County Community School Corporation (HCCSC)

Presentation Overview

1. Alignment of Plans Related to AYP
2. Tiered Model
   - Standard Treatment Protocol

     Hybrid
3. Curriculum Development
   - Highly Effective Teaching Model
4. Curriculum Mapping
   - Master Maps vs. Diary Maps
5. Support & Monitoring Structures

Alignment of Plans

- History of not making AYP
- Curriculum Audit Findings:
  - Need more differentiation, especially in grades 4-12
  - Gaps in Core Curriculum
  - Core Instructional Strategies – more consistency with research-based best practices
- Curriculum Mapping:
  - Identifying differentiation within the maps (HA, T2, T3)
  - Master Maps that all teachers follow
  - Gap analysis of standards
- Coordinate Plans:

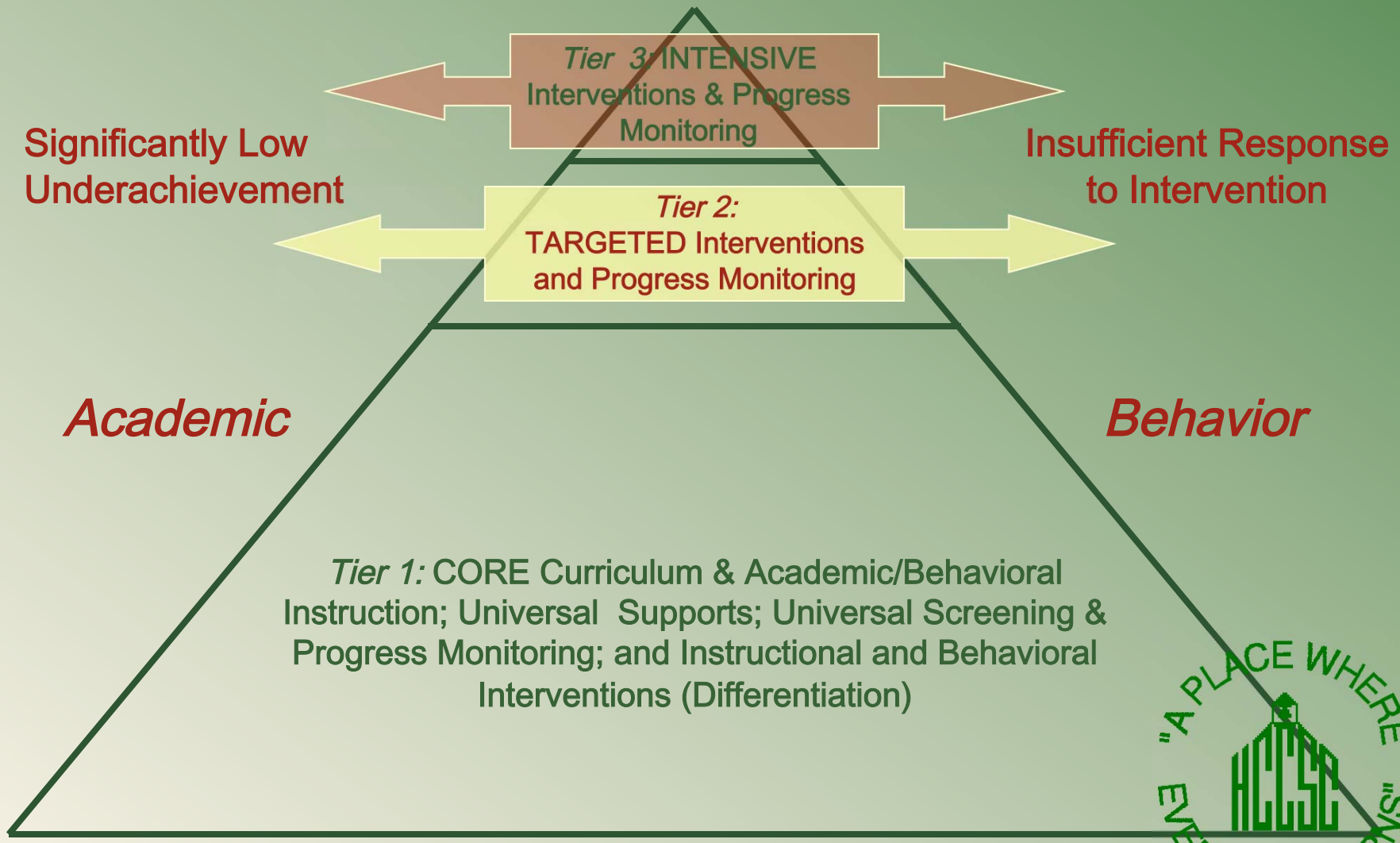
RtI Plan

District Improvement Plan

Building P.L. 221 Plans

"A PLACE WHERE EVERYONE LEARNS"

Essential Component 1: Multi-tier Model



Tier 1: HCCSC

Academic Systems

- Curriculum Mapping
- Highly Effective Teaching Model
- Differentiated instruction
- Embedded interventions

Behavioral Systems

- School-wide & Classroom Procedures continuously taught & modeled
- Lifelong Guidelines & LIFESKILLS taught & modeled
- Pro-social and pro-active discipline strategies

- **Universal Screenings: NWEA, DIBELS, Quarterly Writing, # of Office Referrals, etc.**
- **Continuous progress monitoring (DIBELS, etc.)**

Standard Treatment Protocol Hybrid: Academics

Tier	K-2	3-5	6-8	9-12
Tier 1	Core Curriculum w/ Differentiation	Core Curriculum w/ Differentiation	Core Curriculum w/ Differentiation	Core Curriculum w/ Differentiation
Tier 2	Guided Reading, Differentiation, Success Maker, Sheltered Lessons	Guided Reading, Differentiation, Success Maker, Sheltered Lessons	Guided Reading, Differentiation, Success Maker, Sheltered Lessons	Differentiation, Dev. Reading, Reading Comp., Wilson Reading, NovaNet, Sheltered Lessons
Tier 3 & Special Ed.	L.L.I., Success Maker, Rosetta Stone, Wilson Reading, Ortin Gillingham, Lindamood-Bell, Tucker Reading	L.L.I., Success Maker, Rosetta Stone, Wilson Reading, Ortin Gillingham, Lindamood-Bell, Tucker Reading	READ 180, System 44, Success Maker, Rosetta Stone Wilson Reading, Lindamood-Bell, Ortin Gillingham, Tucker Reading	READ 180, System 44, NovaNet, Success Maker, Rosetta Stone, Wilson Reading, Lindamood-Bell, Ortin Gillingham, Tucker Reading

6 components of School-wide PBIS

1. Select & define **expectations & routines** (OAT – Observable, Acknowledgeable, & Teachable Behaviors)
   - **Lifelong Guidelines (LLG) , LIFESKILLS (LS) , & Procedures**
3. **Teach behavior** (LLG & LS) **& routines** (procedures) **directly** (**in all settings**)
5. **Actively monitor** behavior
   - Active Monitoring (MIS) –
     - **Movement** (you cannot stay stationary)
     - **Interaction** (high frequency, brief, & positive)
     - **Scanning** (continuously scanning the environment)
7. **Acknowledge** appropriate behavior (Target Talk)
   - Too often we acknowledge bad behavior
9. **Review data** to make decisions (office referrals)
6. **Correct** behavioral errors
   - Pre-correction/De-escalation/Boosters/ Functional Behavior Assessment

Standard Treatment Protocol Hybrid: Behavior

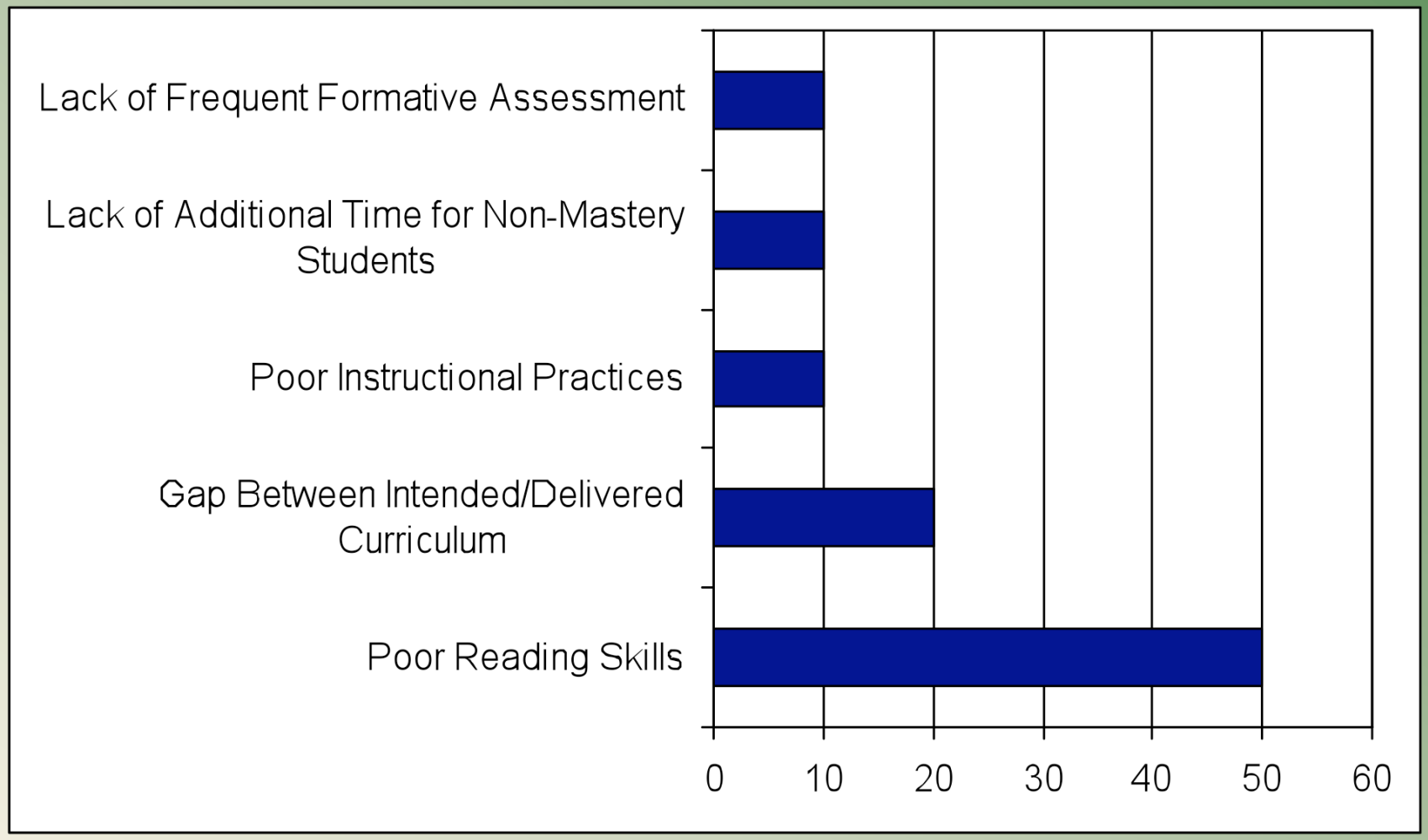
Tier	K-2	3-5	6-8	9-12
Tier 1	Lifelong Guidelines, LIFESKILLS, Procedures, Agendas Boards	Lifelong Guidelines, LIFESKILLS, Procedures, Agendas Boards	Lifelong Guidelines, LIFESKILLS, Procedures, Agendas Boards	Lifelong Guidelines, LIFESKILLS, Procedures, Agendas Boards
Tier 2	Same as Tier 1 - Taught & modeled more frequently, Small group interventions	Same as Tier 1 - Taught & modeled more frequently, Small group interventions	Same as Tier 1 - Taught & modeled more frequently, Small group interventions	Same as Tier 1 - Taught & modeled more frequently, Small group interventions
Tier 3 & Special Ed.	Functional Behavioral Assessment & Plans, Check-in & check – out Procedures, Indiv. Interventions, Wrap-around Services	Functional Behavioral Assessment & Plans, Check-in & check – out Procedures, Indiv. Interventions, Wrap-around Services	Functional Behavioral Assessment & Plans, Check-in & check – out Procedures, Indiv. Interventions, Wrap-around Services	Functional Behavioral Assessment & Plans, Check-in & check – out Procedures, Indiv. Interventions, Wrap-around Services

Curriculum Types

"The intended curriculum is content specified by the state, district, or school. The implemented curriculum is content actually delivered by the teacher, and the attained curriculum is content actually learned by students. The discrepancy between the intended curriculum and the implemented curriculum (OTL) is a prominent factor in student achievement."

Marzano, 2003)

Root Causes of Poor Achievement



Dr. Steve Benjamin

Frequent Assessment

"Once-a-year tests are incapable of providing teachers with the moment-to-moment and day-to-day information about student achievement that they need to make crucial instructional decisions. Teachers must rely on classroom assessment to do this." (Stiggins, 2002)

Leading Measures Rock

"Lagging data cannot easily be used to improve teaching and learning because too much time has elapsed between instruction and assessment. Teachers and principals need high quality leading measures that can provide diagnostic information—data that can be used to update continuous improvement plans in real time. Ideally, good leading measures will allow sampling of student performance daily, weekly, or monthly." (Dr. Steve Benjamin, 2006)

Definition – What is a Curriculum?

A Curriculum IS the following:

- **The "unpacking" or restating of the state standards into a set of skills.**
- **A well-conceived hierarchy of skills developed by teachers and based on students' cognitive, language, and social-emotional development.**
- **Determined by all teachers working in collaborative grade level and content area teams.**
- **A planning and teaching tool that effects instruction and routinely changes to correspond to the needs and strengths of the learners.**

Definition – What is a Curriculum?

A Curriculum IS the following (continued):

- **Based on content, skills, assessments, resources, and other information that teachers find useful in their planning and teaching.**
- **Written from the point of view of what the student needs to know and be able to do.**
- **Aligned between and across grade levels and content areas with increasing cognitive difficulty.**

Intelligence is a function of experience.

There are multiple intelligences or ways of solving problems and/or producing products.

Learning is a two step process. Making meaning through pattern-seeking and develop a mental program for using what we understand.

Learning is an inseparable partnership between brain and body.

BODYBRAIN COMPATIBLE ELEMENTS

Absence of Threat/
Nurturing Reflecting
Thinking

Enriched
Environment

Movement

Mastery/
Application

Collaboration

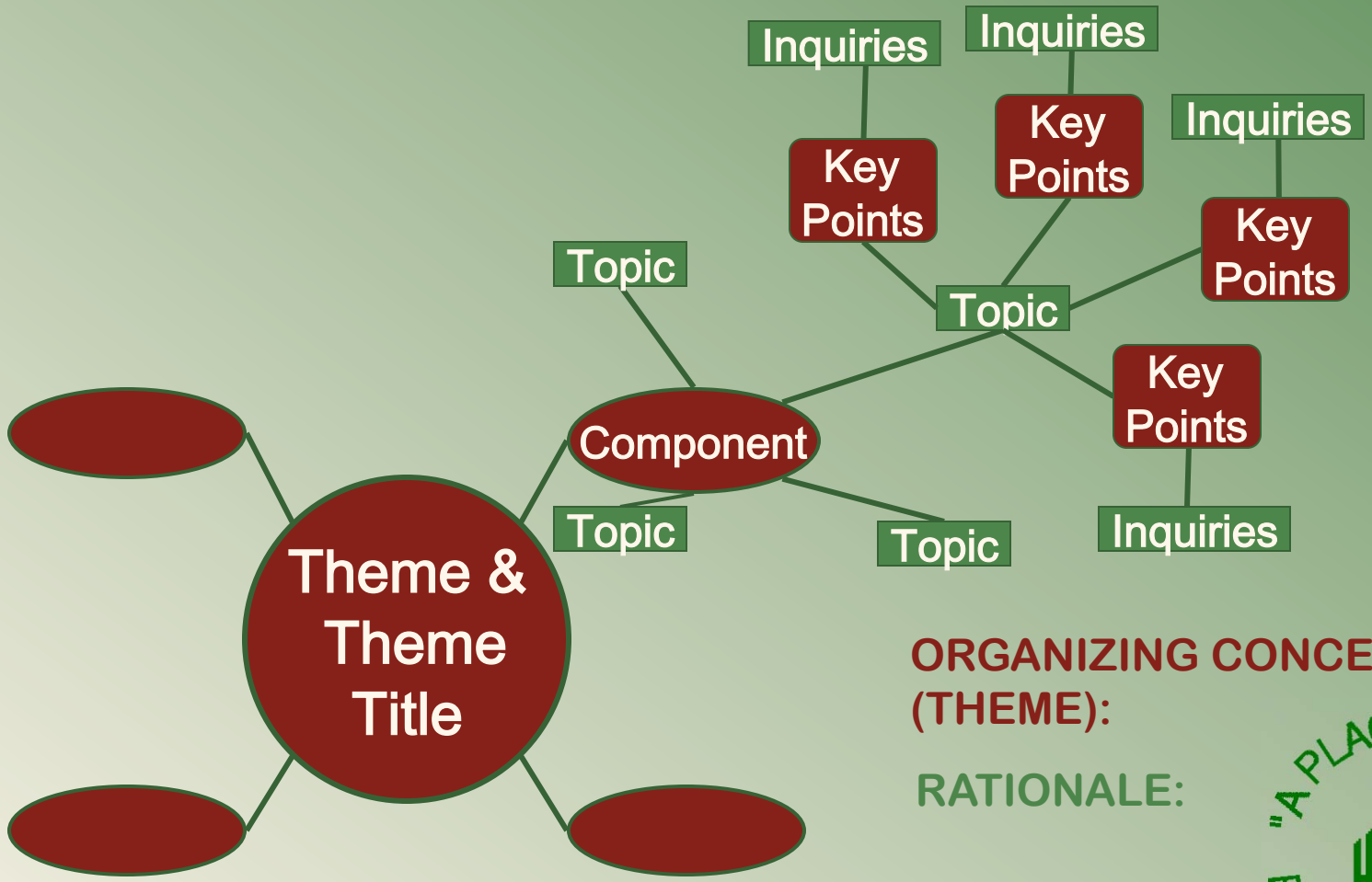
Choices

Immediate
Feedback

Adequate
Time

Meaningful
Content

HET YEARLONG THEME PARTS



ORGANIZING CONCEPT (THEME):

RATIONALE:

"A PLACE WHERE EVERYONE LEARNS"

E.E. p. 14.4

Our World is . . . Our Open Book

1. You Can't Judge a Book by It's Cover

- **Have You Filled A Bucket Today?** (LLG/LS, Procedures)
- **You're Smarter than You Think** (Multiple Intelligences, The Brain)
- **I Pledge Allegiance** (Rights and Responsibilities)

Concept: Impact

Being There Locations: School Campus, County Courthouse, Virtual Study Trip

Social Action Project: Inform members of the community of their rights and responsibilities as citizens of the United States of America.

2. The Meaning From Within

- **The Magic School Bus** (The Scientific Process)
- **The Greedy Triangle** (Attributes, Geometry, Fractions)
- **Whoever You Are** (Traditions, Cultural Awareness)

Concept: Similarities and Differences

Being There Locations: School Campus, Owen's Supermarket, Pizza Hut

Social Action Project: Advertise, collect, and sort items for a local food bank.

Organizing Concept: Impact is a force or power that causes someone or something to change.

Rationale: By recognizing and understanding our power to impact the community in which we live, we are able to act as responsible citizens in making our country a better place for all.

4. Reading the Fine Print

- **A Chair For My Mother** (Economics)
- **The Great Kapok Tree** (Our Past, Our Present, Our Future)

Concept: Progress

Being There Locations: First Federal Bank of Huntington, Wal-Mart, Pathfinder Services

Social Action Project: Research, identify, and invest in a non-profit agency to assist in serving citizens of our community.

3. All on the Same Page

- **101 Places You Gotta See Before Your 12** (Location, Mapping)
- **Water, Water Everywhere** (Laws of Nature)
- **Diary of a Worm** (Living Things)

Concept: Change

Being There Locations: School Visitation, Botanical Gardens, Fort Wayne Zoo, Art Chemical

Social Action Project: Research, plan, and develop a habitat for our school campus.

With Liberty and Justice for All

Organizing Concept: Power is the ability to maintain, adjust or influence the norm.

Rationale: It is important to understand how power impacts every aspect of our lives positively or negatively. Responsible citizens utilize power to affect communities in positive ways.

I Pledge Allegiance

- **Proud to be an American** (LLG,LS)
- **We, the People** (MI, the brain and body)
- **Land of the Free** (powers and responsibilities of govt. and the people)

Concept: Power
***Being There* Locations:** School Campus, Kids Kampus Child Center
Social Action Project: To determine the needs of the school and community and act to enhance learning opportunities

And to the Republic for Which It Stands

- **Amber Waves of Grain** (plants, Earth/Sun relationship)
- **This Land Was Made For You and Me** (Earth and the processes that shape it)
- **Home of the Brave** (Native American Tribes, Explorers, colonization)

Concept: Cause and Effect
***Being There* Locations:** Forks of the Wabash, Wabash River
Social Action Project:. To conserve the Earth's resources and educate others to do the same

Indivisible

- **The American Spirit** (force and motion, technological advances)
- **Crown Thy Good with Brotherhood** (state government agencies, health organizations)

Concept: Systems
***Being There* Locations:** Huntington Airport, Huntington Reservoir, Health Department
Social Action Project: To educate the community about technology and health services available to them

One Nation

- **Let Freedom Ring** (impact of wars in America, conflict resolution)
- **There's Pride in Every American Heart** (electricity and magnets, economics and development)

Concept: Progress
***Being There* Locations:** Forks of the Wabash, Local Business
Social Action Project: To use collaborative business efforts to fundraise for a local charity

Susan Kovalik & Associates
Kari George ©2008
Grades 4-5

THREE KINDS OF KEY POINTS

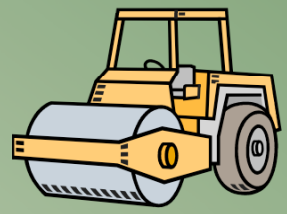
CONCEPTUAL

- Focuses on big ideas that allow students to transfer their understanding to other locations or situations and make it possible to make reasonable predictions.

  a.) Define the concept.
  b.) Answers: So What?

SIGNIFICANT KNOWLEDGE

- Provides specific information vital for a full understanding of the patterns embedded within the conceptual key point.



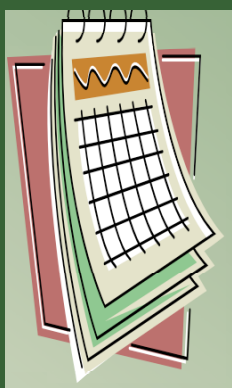
SKILL

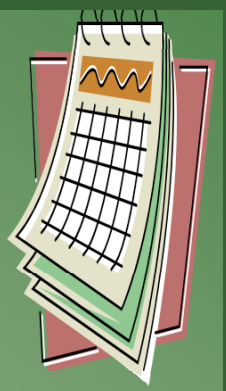
- **Ensure student mastery of requisite skills for applying the concepts.**
- **Generally arise from state and local curriculum documents and from the curriculum writing process, e.g., students need a particular skill in order to complete an inquiry.**

Relevance

"A student must care about new information or consider it important for it to go through the limbic system expeditiously, form new synaptic connections, and be stored as long-term memory."

Judy Willis





Curriculum mapping is a
calendar-based process
for collecting and maintaining an
ongoing database of the operational and planned curriculum
in a learning organization.

Curriculum mapping encourages teachers to be curriculum designers via ***authentic examination, collaborative/collegial conversation, and student-centered decision making.***

Master Maps vs. Diary Maps

HCCSC Grade-level/Department Master Maps

Month	Concept/ Essential Question	Key Points/ Content (Conceptual, Significant Knowledge, & Skill Key Points or answers to Essential Questions)	Skills (What Students Need to Know & Be Able to Do – Unpacked Standards)	Inquiries/ Activities (Activities or Strategies & How They're Differentiated)	Assessments	Standards
Sept. Oct.	Develop a Master Map for each Grade-level	Teachers Diary/Consensus Map after they have been trained	Develop a Master Map for each Grade-level	Teachers Diary/Consensus Map	Teachers Diary/Consensus Map	Develop a Master Map for each Grade-level

Gray Columns – Required components for Curriculum Mapping
Yellow Column – Additional component to support **HET Curriculum** Writing Format
White Cells – Content provided for the teachers in a **Master Map** (developed by District Grade-level/Department Committees)
Green Cells – Content teachers will complete during **Diary/Consensus Mapping**

- **Master Map – WHAT you teach & WHEN you teach it**
  - **Common across the district to combat mobility rates**
  - **Intended/Planned Curriculum**
- **Diary Map – HOW you *taught* it & HOW you *assessed* it**
  - **Entered afterwards**
  - **Implemented Curriculum**

"A PLACE WHERE EVERYONE LEARNS"

Headings/Column Definitions

Month: Month in which the content will be taught.

Concept/Essential Question: The name of the topic/unit that will be taught; the concept and/or essential question(s) can be placed under the topic name (i.e.: Engineering—impact; Engineering—Why is it important to understand how different parts work together to make a device?)

Key Points/Content: The intended content taught for this topic. Specific content students need to know and be able to apply to master the topic. A Key Point is the answer(s) to essential question(s). NOTE: This column is not expected to be completed until training has been provided to teachers.

Headings/Column Definitions

Skills: Content area skills needed to master in order to achieve the necessary outcomes in understanding the Key Points (or content) of the topic intended to be taught. Simply stated, the skills are written beginning with a verb (Bloom's Taxonomy) and are measurable.

Inquiries/Activities: The investigations and/or experiences students are engaged in to help learn, reinforce, and/or deepen their understanding of both Skills and Key Points (or content).

Assessments: The formative or summative tools used to assess a student's understanding of Skills and Key Points (or content) taught through the inquiries (or activities).

Headings/Column Definitions

Standards: The Indiana State Standard indicator(s) guiding the instruction of the unit.

Resources: Materials, web sites, images, texts that are used to enhance and support topic.

Sample Master Maps

1st Grade Master Maps

Component #2

Topics:

- The Scientific Process
- Attributes
- Cultural Awareness & Traditions

Suggested Concepts:

Identity

Diversity

Similarities & Differences

Note:

1. *Select one concept for each component.*
2. *This component is taught through each of the topics listed above.*
3. *Four concepts will be selected for the year.*
4. *Concepts should not be repeated.*

First Grade Master Map

Topic: Scientific Process	Timeline: Week 9-11
Component: 2	Suggested Concepts: Diversity, Identity, Similarities/Differences

Essential Elements of Reading:

*ELA 1.2.7	Relate prior knowledge to what is read.
*ELA 1.3.3	Confirm predictions about what will happen next in a story.
*ELA 1.2.6	Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events such as before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when or cause and effect such as because, since, therefore, so).
*ELA 1.2.5	Use context (the meaning of the surrounding text) to understand word and sentence meanings.
*ELA 1.1.12	Use phonic and context clues as self-correction strategies when reading.
*ELA 1.1.15	Read aloud smoothly and easily in familiar text.
*ELA 1.7.2	Give, restate, and follow simple two-step directions.
*ELA 1.3.5	Understand what is read by responding to questions (who, what, when, where, why, how)..

Social Studies Standards:

Science Standards:

SC 1.1.2	Investigate and make observations to seek answers to questions about the world, such as "In what ways do animals move?"
SC 1.1.4	Use tools, such as rulers and magnifiers, to investigate the world and make observations.
SC 1.2.1	Use whole numbers*, up to 100, in counting, identifying, measuring, and describing objects and experiences.
SC 1.2.2	Use sums and differences of single digit numbers in investigations and judge the reasonableness of the answers.
SC 1.2.3	Explain to other students how to go about solving numerical problems.
SC 1.2.4	Measure the length of objects having straight edges in inches, centimeters, or non-standard units.
SC 1.2.5	Demonstrate that magnifiers help people see things they could not see without them.
SC 1.2.7	Write brief informational descriptions of a real object, person, place, or event using information from observations.
SC 1.3.4	Investigate by observing and then describe how things move in many different ways, such as straight, zigzag, round-and-round, and back-and-forth.
SC 1.5.1	Use numbers, up to 10, to place objects in order, such as first, second, and third, and to name them, such as bus numbers or phone numbers.
SC 1.5.2	Make and use simple picture graphs to tell about observations.

Language Arts Standards:

*ELA 1.7.1	Listen attentively
*ELA 1.1.4	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
*ELA 1.1.2	Identify letters, words, and sentences.
*ELA 1.1.1	Match oral words to printed words.
*ELA 1.7.3	Give, restate, and follow simple two-step directions.
*ELA 1.6.1	Print legibly and space letters, words, and sentences appropriately.
*ELA 1.6.7	Capitalize the first word of a sentence, names of people, and the pronoun I.
*ELA 1.1.11	Read common sight words (words that are often seen and heard).
*ELA 1.6.8	Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red,

"A PLACE WHERE EVERYONE LEARNS"

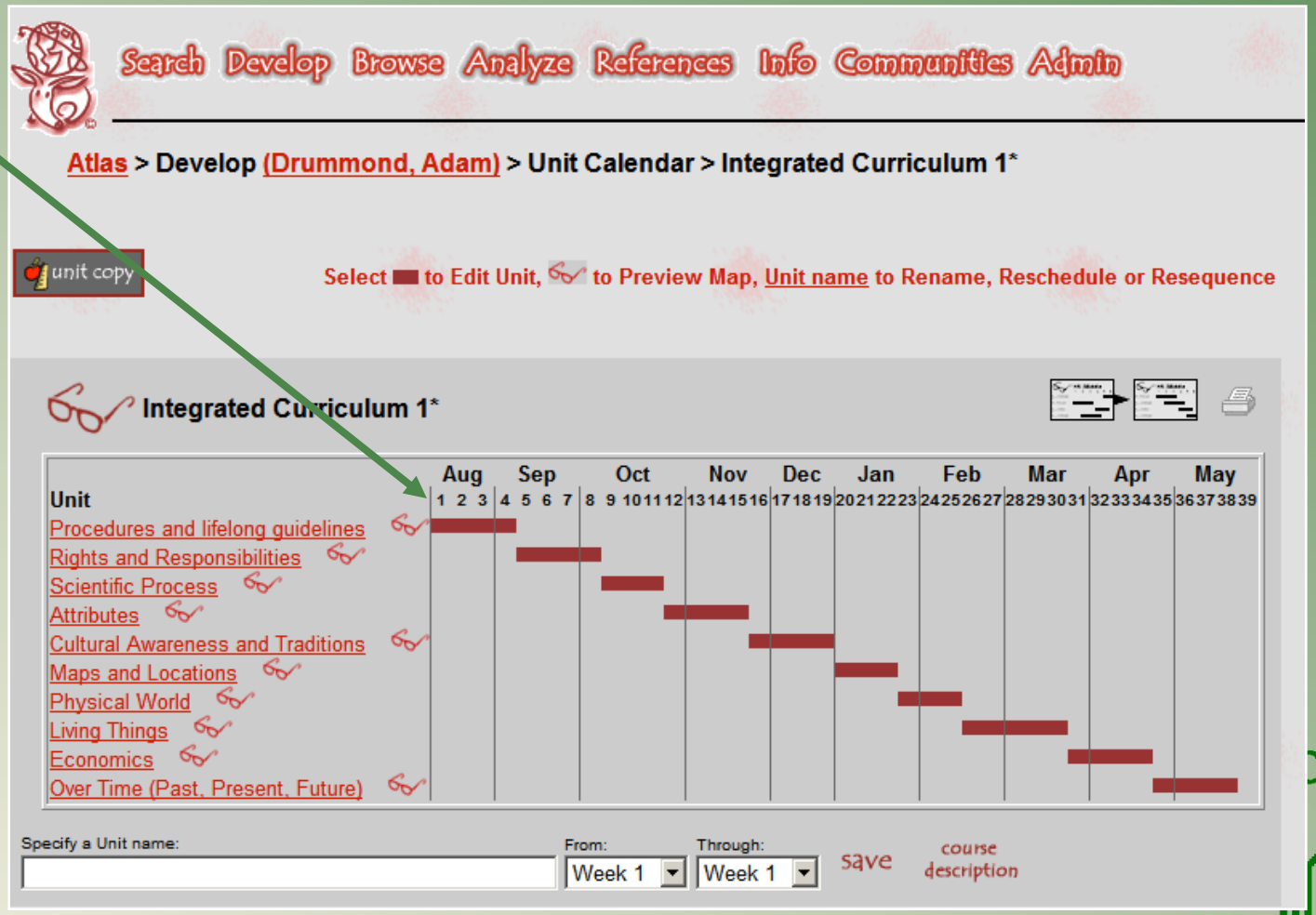
HCCSC 7th Grade Master

	LA	SS	MA	SC
Q3 *Concepts* **Change** – The act of undergoing transformation, transition, or substitution. **Cause and Effect** – When one event brings about another	**Quarter 3 Literature** **Unit 10 Literature Unit** 7.2.3 cause and effect **7.2.4 Point of View/ author's perspective** **7.3.2 identify events that advance the plot** **7.3.3 analyze characterization** **7.3.4 analyze themes** **7.3.5 point of view/first person, third person** **7.5.2 written response to literature** **Unit 11 Types of Sentences and Quotation Marks** 7.6.5 **quotation marks and subordinate clauses** **7.6.10 simple, compound and complex sentences** **Unit 12 Analyze an Author's Presentation** 7.7.1 ask questions of speaker 7.7.2 determine speaker's attitude 7.7.7 self-analysis of technology presentation	**Far East-5 wks** 7.1.11 Japan's Independence for China 7.1.10 Dynasties in China 7.1.9 Mongols 7.1.15 Japanese imperial period 7.1.12 Exploration and discovery. 7.1.6 Trade routes **Tying it Together-5 wks** 7.1.1 Early agricultural river valley civilizations 7.1.19 Timelines 7.1.13 European colonization 7.1.23 Perspectives of history 7.2.4 International organizations 7.1.17 Industrialization, urbanization, and globalization 7.1.18 Recent conflicts and political issues	**GRAPHS:** (Week 20, 21) **7.4.1 Coordinate plane** **7.4.2 Transformations** 7.7.9 Estimate from graphs **DATA ANALYSIS:** (Week, 22, 23) **7.6.3 Mean, Median, Mode, Range, Outliers** **7.6.1 Various graphs** **FORMULAS:** (Week 24, 25, 26, 27, 28) **7.5.4 Geometric formulas** **7.5.5 Area of complex figures** 7.4.4 Nets 7.5.6 Modeling	**Cell Processes and Changes in Living Systems (Weeks 20-23)** **7.4.5 Cellular respiration** **7.4.4 Cell division / mitosis** **7.4.3 Sexual reproduction / meiosis** 7.4.11 Caloric intake **7.7.3 Physical and biological systems (equilibrium)** **Energy Transformations (Weeks 24-26)** 7.3.1 The sun and galaxy 7.3.2 Sun light reaching earth **7.3.11 Electromagnetic spectrum** **7.3.14 Energy transformations produce heat** **7.3.15 Production of electricity from a variety of sources** **7.3.16 Environmental consequences of energy** **Waves and Light (Weeks 27-29)** 7.3.18 Waves moving at different speeds. 7.3.19 Sight from the electromagnetic spectrum 7.3.20 Sight and sound

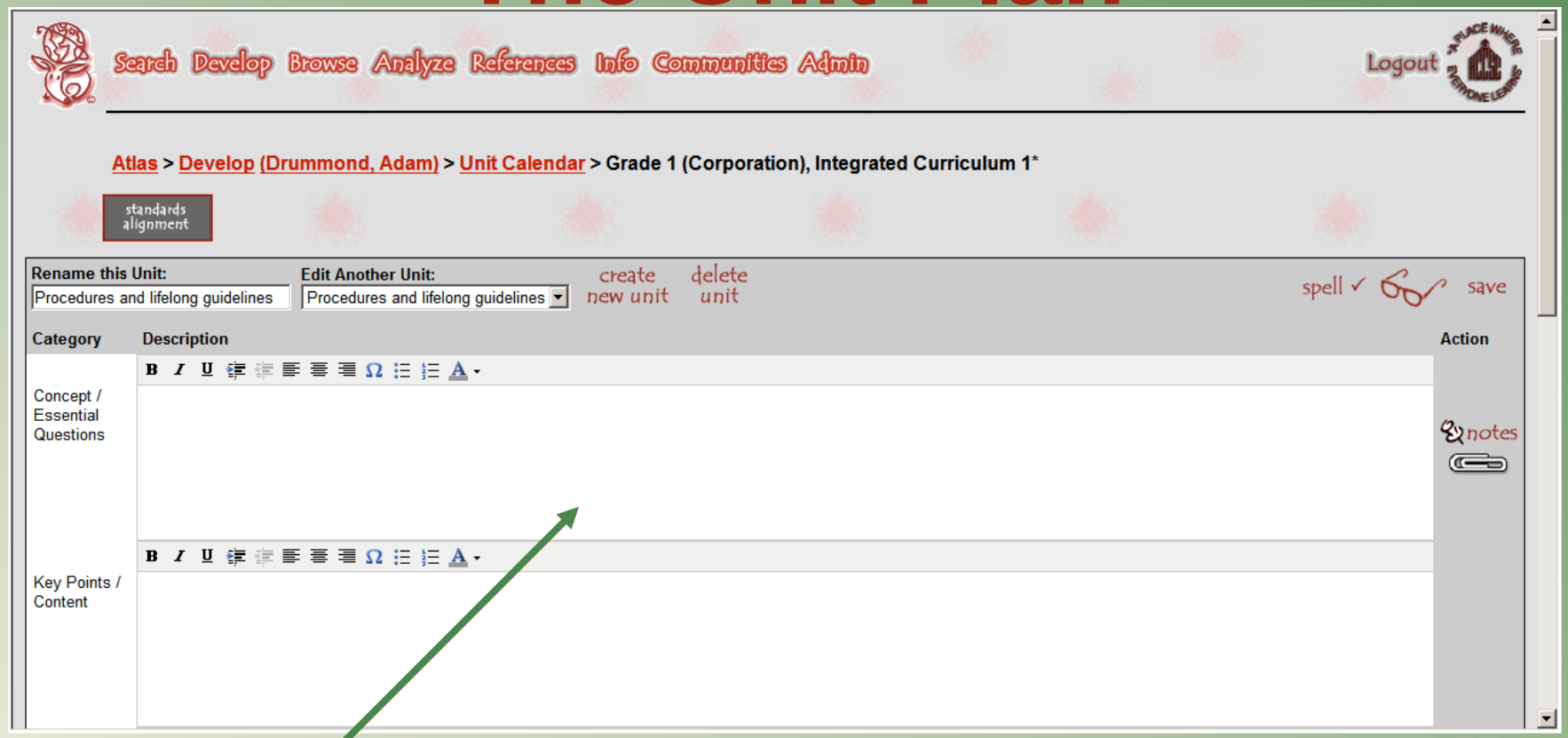
"A PLACE WHERE EVERYONE LEARNS"

The Unit Plan

Click on the red bar to open the unit.

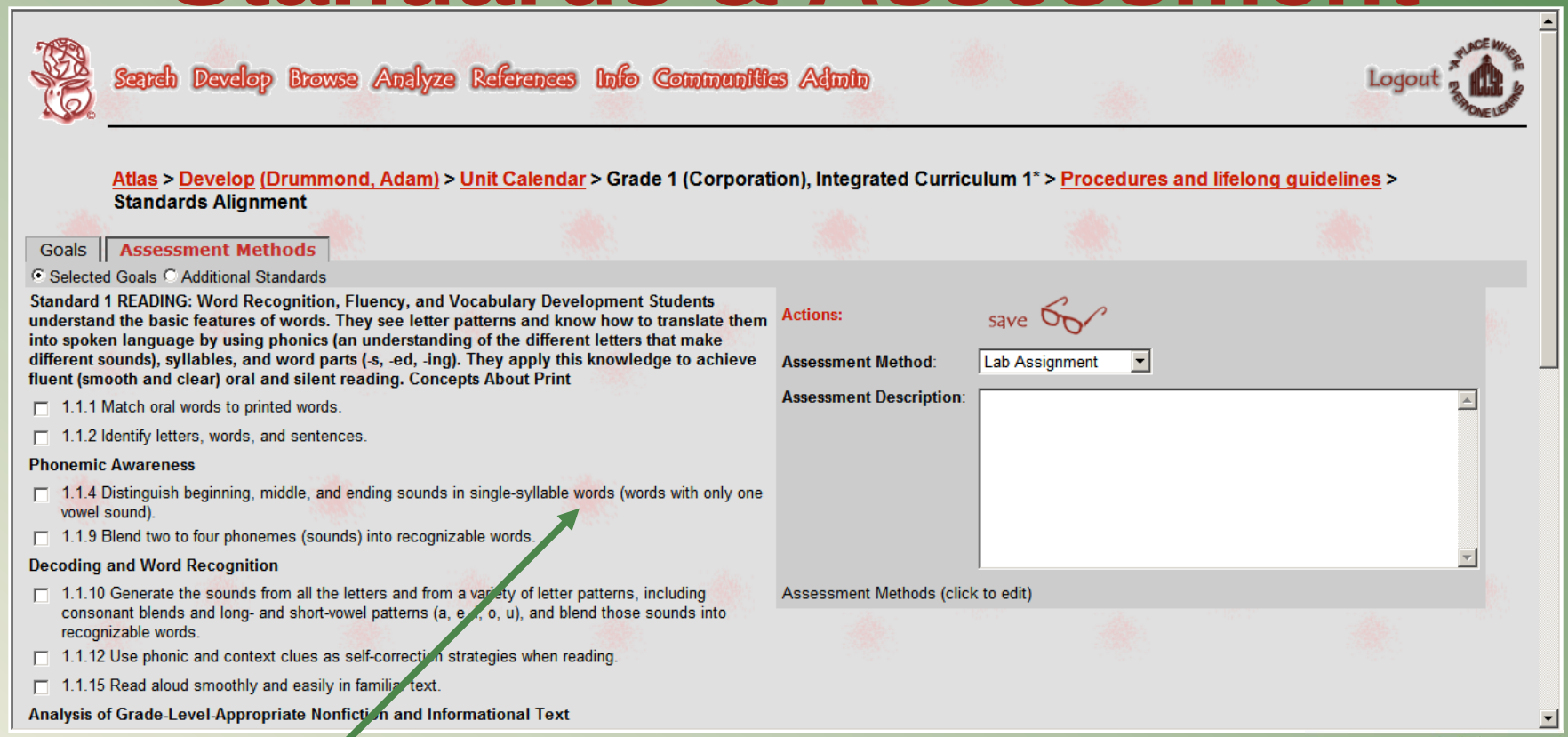


The Unit Plan



Teachers type in each box the information necessary to ‘show’ what happened in their classroom during the specific unit.

Standards & Assessment



To document which standards and how students were assessed, teachers use the drop down feature to select standards and assessment methods.

Support & Monitoring Structures

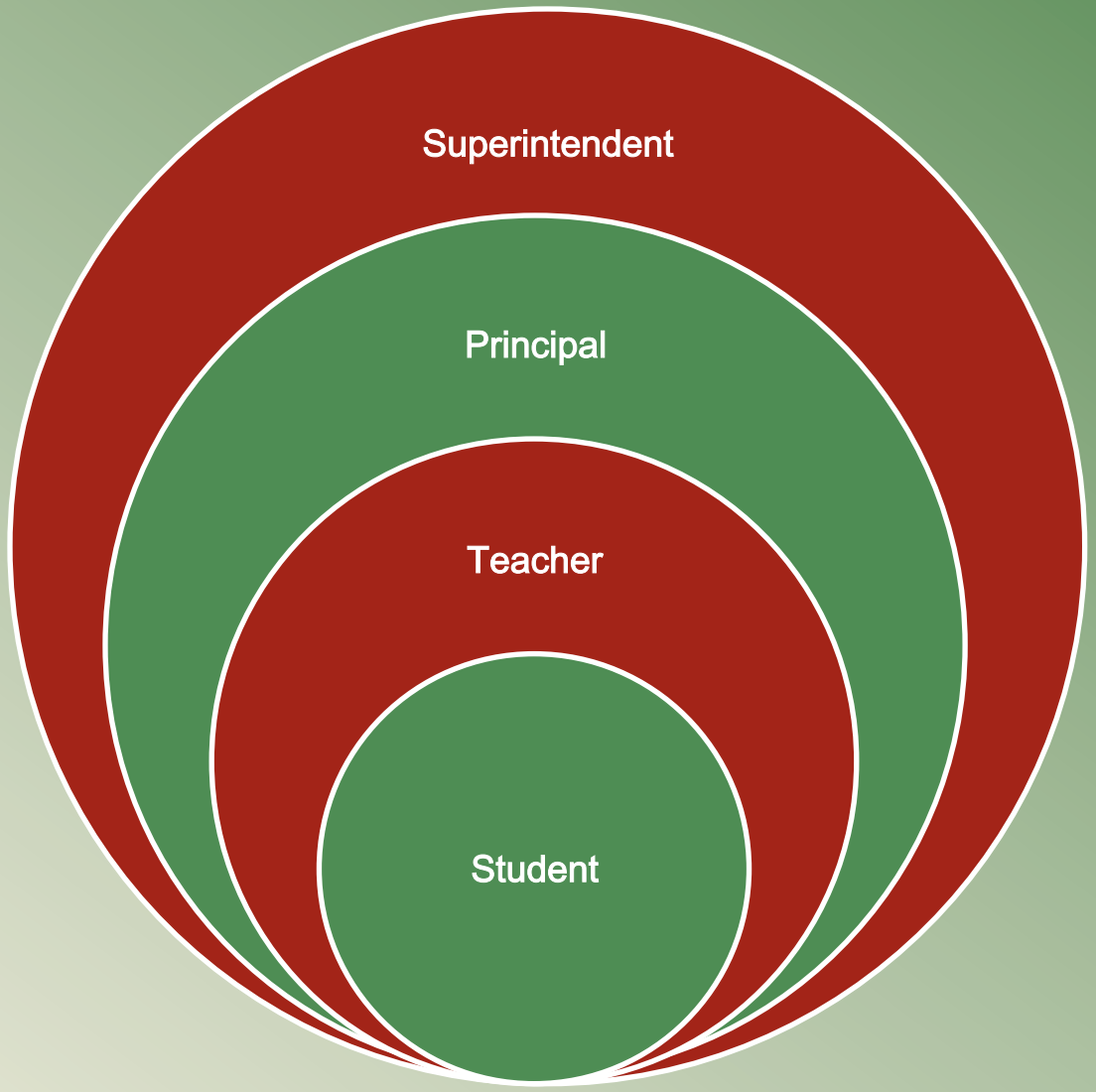
- **District-Wide Continuous Quality Improvement:**
  - **Balanced Scorecard**
  - **District, Building, & Classroom Dashboards (aligned)**
  - **S2S Meetings (System to System)**
  - **PDSA (Plan, Do, Study, Act)**
  - **Classroom Quality Rubrics**

Dashboard

Huntington County Community School Corporation's Dashboard					
Focus Area/Aim	**Action Plan**	**Performance Indicators**	**Measurement Collection Methods**	**Frequency**	**Whose Data Folder?**
1. **Literacy** Aim: 1	• Monitor implementation of Literacy Model • Direct Instruction, K-12 • Differentiation • Monitor READ 180 Pilot at CV	**1.1** % students K-12 reading at or above grade-level	**1.1.1** NWEA: % of students at grade-level appropriate RIT/Lexile range; grades K-12	Fall, Winter, & Spring	
			1.1.2 DIBELS: % of students meeting benchmark in each area; grades K-2	Fall, Winter, & Spring	
			1.1.3 READ 180????		
		1.2 % students K-12 mastering language arts standards/skills	**1.2.1** NWEA: % of students at grade-level appropriate RIT score ; grades K-10	Fall & Spring	
		1.3 % students K-12 mastering writing standards/skills	**1.3.1** % of students scoring a 4, 5, or 6 on the Quarterly Writing Assessments; grades K-8	Twice a year	
			1.3.2 % of students showing growth above baseline data score on Writing Assessment in grades 9-12	Quarterly	
2. Mastery of Indiana Academic Standards Aims: 1	• Monitor implementation of the HCCSC Response to Intervention Plan • Monitor HET implementation, K-12 • Build parent support • Using formative instruction data to drive instruction • Monitor the instruction of standards through	**2. 1** % students K-12 mastering math standards/skills	**1.1.1** NWEA: % of students at grade-level appropriate RIT score; grades K-12	Fall & Spring	
		2.10 % Graduation	**1.10.1** HNHS Graduation Report	Annually	

System-to-System Meetings

- One level of the system meeting with another
- Discuss assessment data
- Discuss strategy implementation to address areas of concern



Classroom Quality Rubric

RtI Related

HCCSC Classroom Quality Rubric Checklist **Accomplish each task in a level. Seek "certification" by your building principal. Move on to the next level and repeat.**	
✓	**Quality Level 1**
	Complete teacher customer/stakeholder matrix at the teacher level
	Facilitated student-generated classroom and personal mission statement (Gr. K-2 teacher and classroom only; gr. 3-12 teacher, classroom, and student)
	Established and displayed your dashboard of performance indicators
	Created student data folders aligned with your dashboard
	Conduct Goal-Setting & Student-Led Conferences
	Develop absence of threat by prominently posting a daily agenda, LIFESKILLS, and Lifelong Guidelines in the classroom; Teacher and students use calm voices in the classroom
	Create a clutter-free direct instruction area to enhance learning and focus attention
	Display world map in the classroom to support connections to current events
	Utilize state standards, HCCSC Master Maps, universal screenings, and progress monitoring to plan instruction.
	Collaborates ???
✓	**Quality Level 2**
	Completed all components of Level 1
	Complete teacher customer/stakeholder matrix at the teacher and classroom level
	Maintained and continually updated your dashboard of performance indicators
	Student data folders are maintained, continually updated, and aligned with your dashboard
	Developed teacher data folder with classroom dashboard data within Pearson Inform
	Conducted quarterly System-to-System (S2S) meetings with the principal (team, grade-level, department, or individual)
	Demonstrated use of two quality tools for classroom improvement
	Conducted quarterly celebrations of performance achievement/progress
	Demonstrated use of one ongoing PDSA aligned to the dashboard
	Utilize a two- to three-color tone selection, and increasingly focuses on what is being learned through the development of the physical environment.

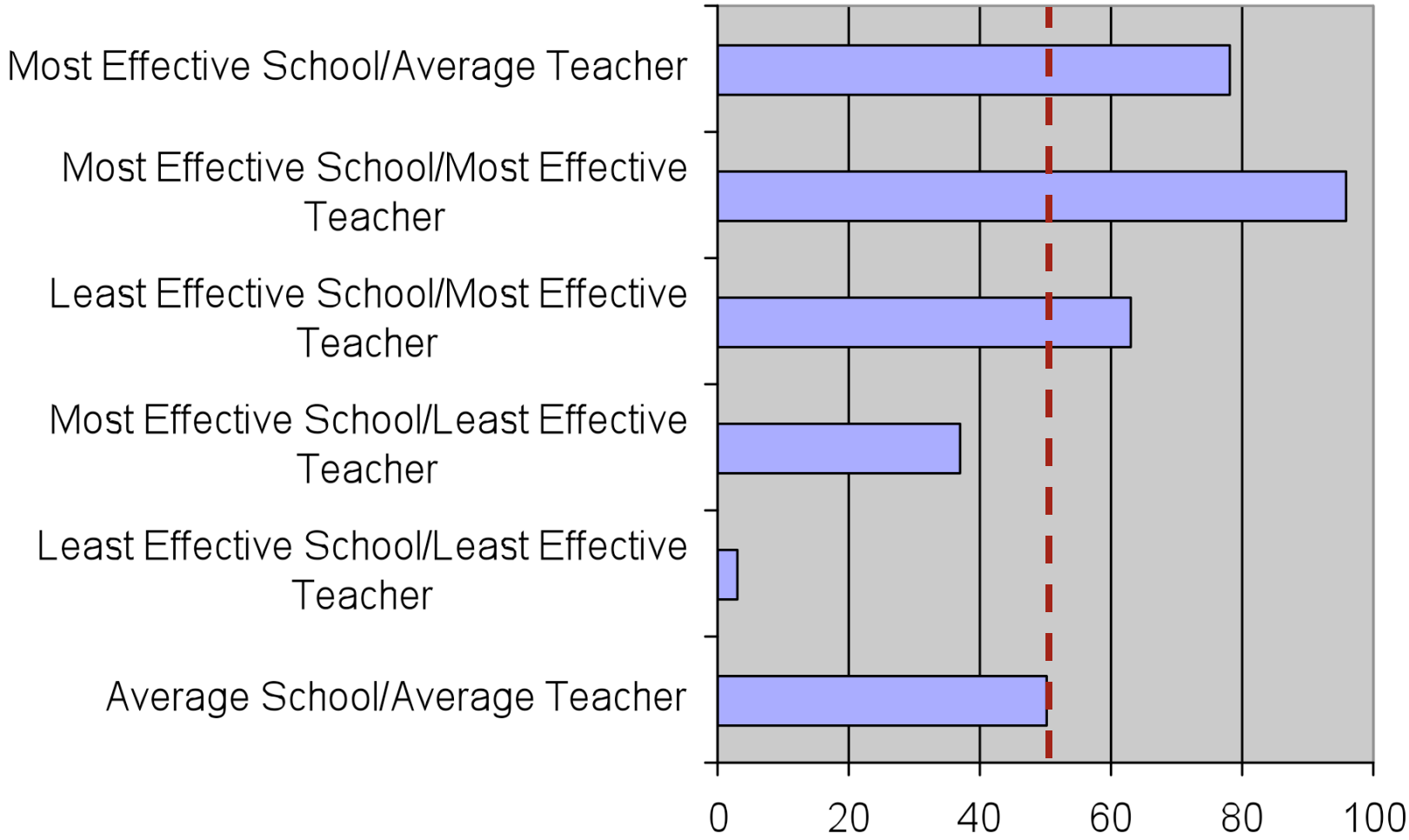
Support & Monitoring Structures

- **Certified & Classified Staff**
  - **Professional Development:**

"Never before has the pressure been so high to find ways to support successful teaching and learning through effective professional development."

Salpeter, 2003

Effects on Student Achievement with Students Entering at 50th Percentile (After Two Years)



Dr. Steve Benjamin

Support & Monitoring Structures

- **Certified & Classified Staff**
  - **Professional Development:**
    - **Professional Development Coordinators provide ongoing training, coaching, & support**
      - **Demonstration Classroom Model**
    - **Core Curriculum**
      - **Curriculum Mapping**
      - **Conceptual, integrated curriculum**
    - **Core instruction**
      - **HCCSC Literacy Model**
      - **Brain-compatible instruction: Highly Effective Teaching Model (Susan Kovalik)**
    - **Using data to drive instruction**

Guiding Principles of PD Model

1. **Teachers cannot change a behavior or practice until they SEE what the new behavior or practice LOOKS like in a real world setting multiple times.**

2. **For professional development to truly be effective and sustained, it must be accompanied with on-going COACHING in a non-threatening environment.**

Support & Monitoring Structures

- **Giving Teachers Tools for Success:**
  - **Weekly Structured Collaboration Time – 45 Minutes**
    - **30 min. delayed start every Wednesday**

"The engine that drives high student achievement is teacher teams working collaboratively toward common curriculum expectations and using interim assessments to continuously improve teaching and attend to students who are not successful." (Marshall, 2005)

District calendar reflecting delayed starts for teacher collaboration

Support & Monitoring Structures

- **Giving Teachers Tools for Success:**
  - **Weekly Structured Collaboration Time – 45 Minutes**
    - **30 min. delayed start every Wednesday**
  - **Ongoing professional development**
  - **Effective Interventions (i.e.: READ 180 & L.L.I.)**
  - **Modified schedules – time to implement interventions**
  - **Technology supports**
    - **Pearson Inform**
      - **Data Warehouse & Mining Tool**
      - **Academic Intervention Plan Documentation**

PEARSON School Systems

Pearson Inform

Onefine School District

About Pearson Inform | Logout

Home | Reports | Query | Report Library | Maintenance | Proficiency Profiles | Messages

Onefine School District

Context

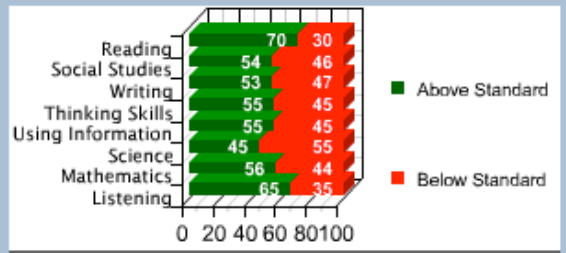
- District
- School
- Find Student

Report Library

Edit Report List | Edit Folders

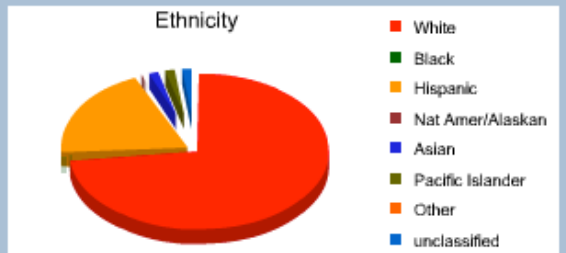
- Shared Library
  - *Spring CRT
  - MATH CRT 04-05 Grades 3 -...
  - SAT-03 Math - Fall Spring...
  - Third Grade Over 3 Years
  - District Reports
  - School Board Reports
- Personal Library

open

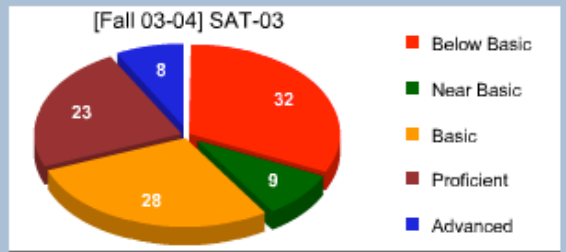


District CRT 03-04

open

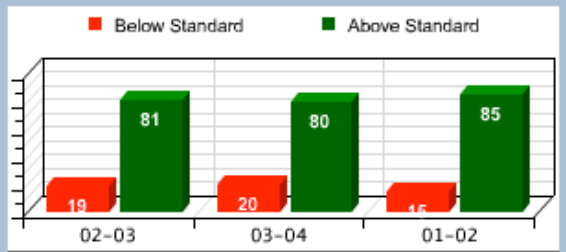


open



SAT 3rd Grd Reading 03-04

open

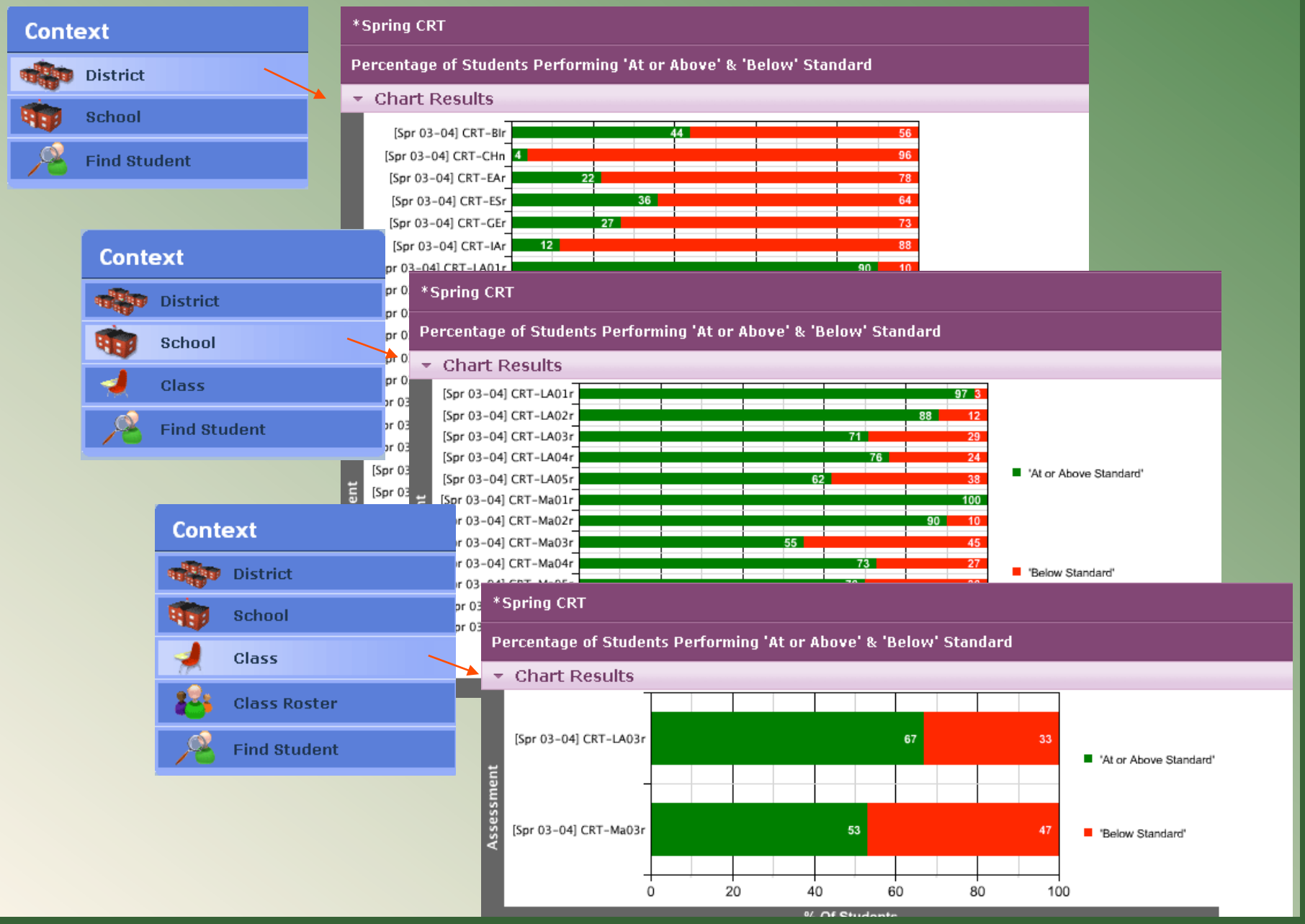


Gr 3 Math CRT over 3 yrs

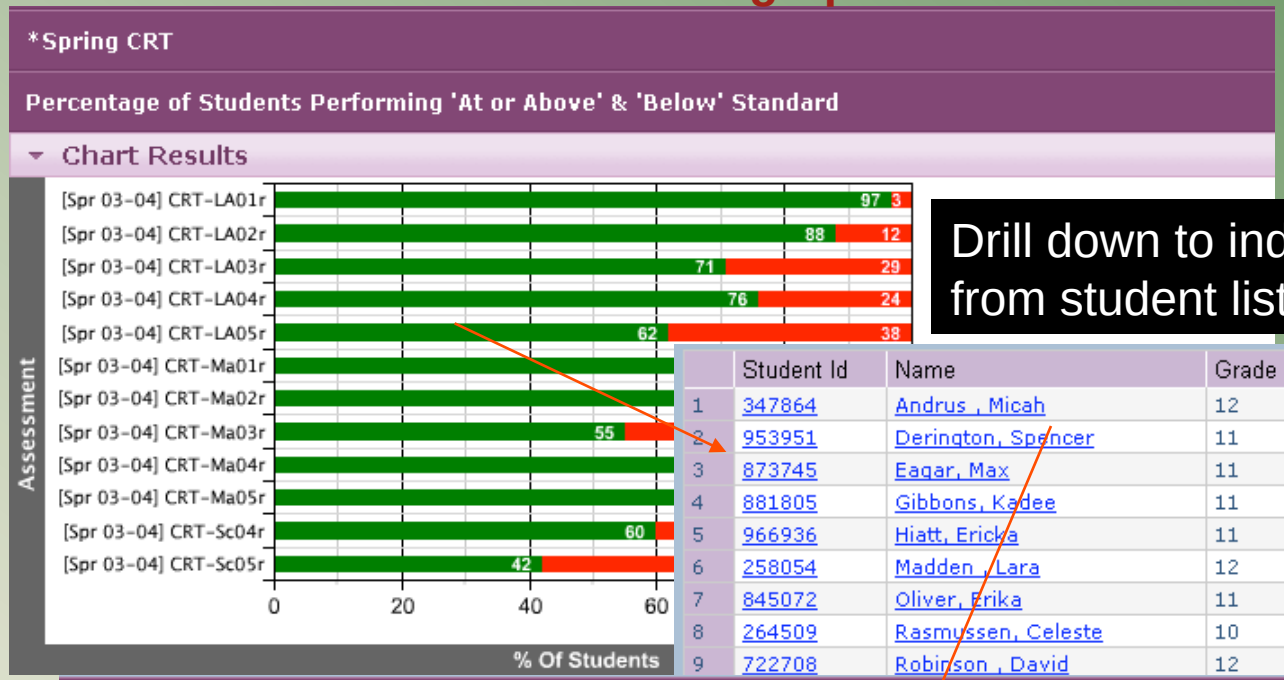
Create Reports - Create new reports from query page

Search for a Student - Display an individual student performance profile

A single report can be displayed at multiple context levels

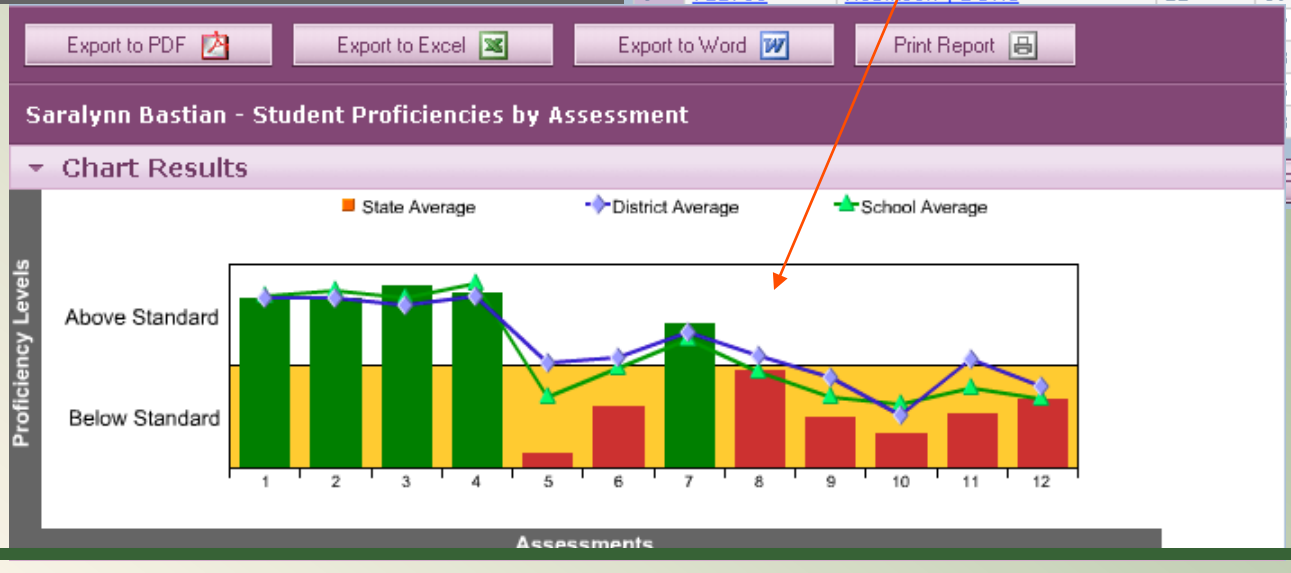


Any score bar in any report can be clicked to reveal student names & demographics



Drill down to individual student profile from student list.

	Student Id	Name	Grade	% Correct	Ethnicity	ELL	Attendance
1	347864	Andrus , Micah	12	87	White		
2	953951	Derington, Spencer	11	98	White		
3	873745	Eagar, Max	11	87	White		
4	881805	Gibbons, Kadee	11	92	White		
5	966936	Hiatt, Ericka	11	85	White		
6	258054	Madden , Lara	12	87	White		
7	845072	Oliver, Erika	11	89	White		
8	264509	Rasmussen, Celeste	10	87	White		
9	722708	Robinson , David	12	89	White		
					White		
					White		
					White		
					White		



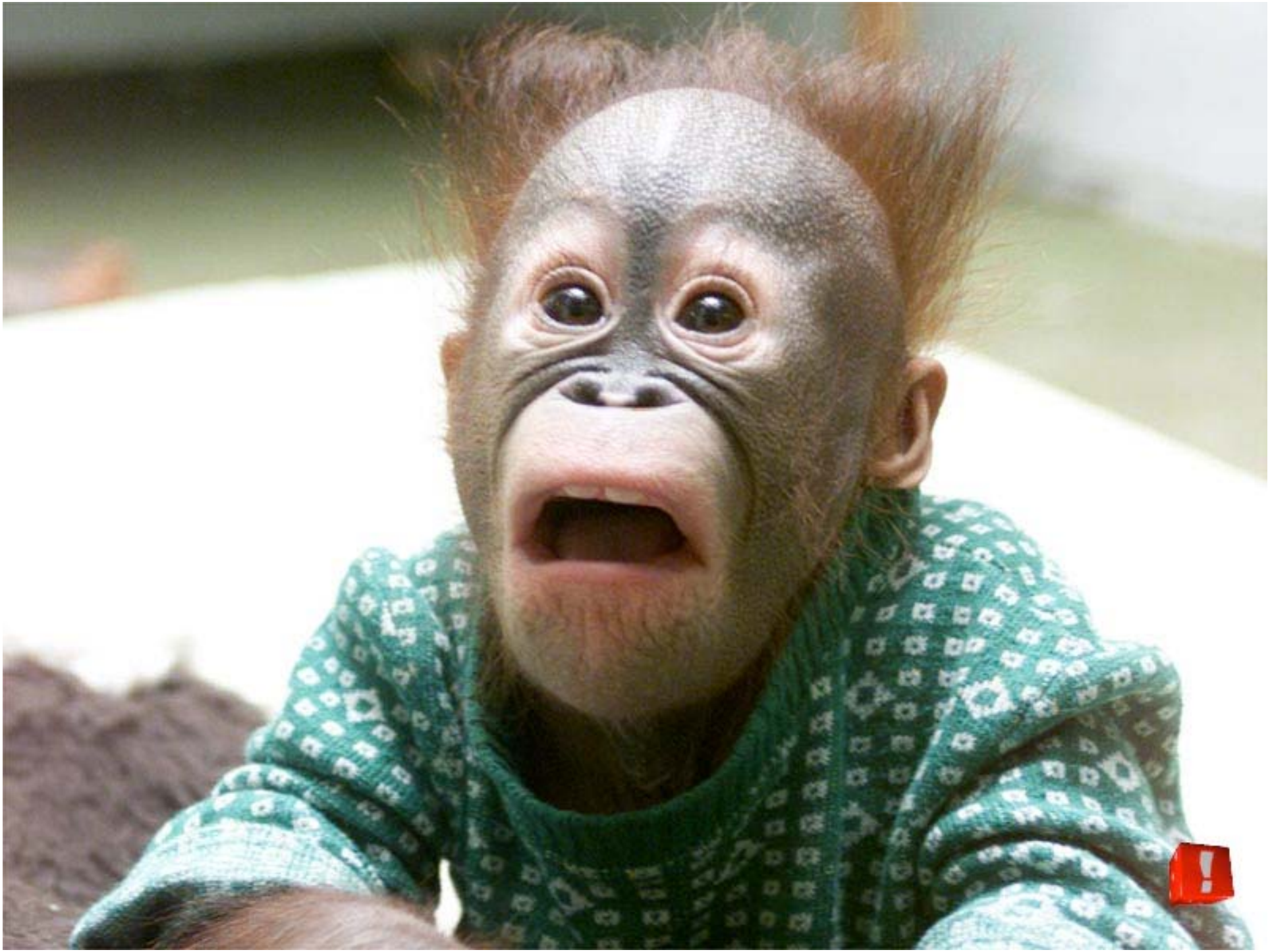
Report

Close

"A PLACE WHERE EVERYONE LEARNS"

Pearson Inform's AIP

- Student's Demographic Information
- Student's Assessment History (Universal Screenings)
- Student's Intervention History with Anecdotal Notes
- Student's Current Interventions with Anecdotal Notes
- Progress Monitoring Data with Aim Line
- Student's Goal History
- Student's Current Goals
- Student's Responsibilities
- Parent's Responsibilities
- Signature Lines



RtI Resources

- www.nasdse.org - National Association od State Directors of Special Education
- www.ideapartnership.org - IDEA Partnership
- www.rtinetwork.org – RtI Action Network
- www.nrcld.org - National Research Center on Learning Disabilities
- www.rti4success.org - National Center on Response to Intervention
- www.studentprogress.org - National Center on Student Progress Monitoring
- www.progressmonitoring.net - Research Institute on Progress Monitoring
- www.successfulschools.org - National website on Positive Behavioral Support Strategies
- www.pbis.org - National Technical Assistance Center on Positive Behavioral Interventions & Supports (PBIS)
- www.thecenter4learning.com – Susan Kovalik's Highly Effective Teaching Model
- www.leadered.com - International Center for Leadership in Education (Dr. Willard Daggett)
- www.stevebenjamin.net - Dr. Steve Benjamin, Continuous Quality Improvement Educational Consultant in Indiana

RtI Resources Continued

- www.nwea.org – Northwest Evaluation Association
- www.pearsonschool.com – Pearson Inform Data Warehouse & Academic Intervention Plan
- www.rubicon.com - Rubicon Atlas Curriculum Mapping Software
- http://teacher.scholastic.com/products/read180/. - READ 180 Software
- www.curriculumdesigners.com - Dr. Heidi Hayes Jacobs
- www.curriculummapping101.com - Janet Hale
- www.teachers.net - Dr. Harry Wong

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